Ensuring continuity of mathematics teaching in second grade

Eshkobilova G.N.

Samarkand State University, Samarkand, Uzbekistan
geshqobilova@bk.ru

ABSTRACT

The article focuses on the ways in which the mathematical teaching of the second grade includes the methods of ensuring the mathematical teaching, the distribution of the forms, the content, the nature and composition of the issues, the continuity of the simple and complex issues.

Keywords: more, less, as long as, more times, times less, type, time, addition, multiplication, multiplication and division.

1. INTRODUCTION

Continuing the way to further improve the continuous education system, increasing the capacity of quality educational services, training highly qualified personnel in line with the modern labor market needs, as well as radical increase of general secondary education, science, mathematics, chemistry and physics in-depth training; a wide range of work is underway to train specialists who meet the needs of employers, as well as to improve the quality of care and employment of preschool and primary education. In our country the methodical preparation of future primary school teachers is to study advanced foreign experience in the constantly changing conditions, to improve their methodological training in higher education, development of didactic academies, pedagogical conditions, content and structure, criteria of perfection and formation, increasing their vocational model, modeling, teaching quality, and improving the methodological training of future primary school teachers in pedagogical higher education. it is important to develop good and practical roles.

As you know, students can not easily master the skills of solving problems in primary school. Most students, especially in the third and even fourth-graders, can not independently resolve two or three actual issues. This is because in the first and second classes the issue of dealing with issues has been neglected.

2. MAIN PART

Therefore, a second-class teacher should carefully examine how to teach math lesson in the first class and how well the methodology requirements for the first class are met. This includes:

- to be able to identify unknown numbers using the given numbers;
- Procedures for solving problems in numerical applications
- (sequence);
- Find links between numbers in opposite issues;
- Determination of the calculation procedures and the order of their own determination in the laboratory;

They need to acquire sufficient knowledge and skills to solve simple and complex issues.

In addition, it is important to understand the meaning of computational processes in the solution of the simplest issues presented in the 1st grade and to explain the meaning of the divergence, the number of units to be multiplied, and the reduction of several units. In addition, students should focus on simple issues and arrange them in the established order to solve complex issues. This commitment develops the logical thinking of learners. On the other hand, students can solve complex issues;

- Understand the content of the case;
- In the process of understanding the content of the report, it must be explicitly brought to light;

- The essence of the essay should be fully understood.

It is normal for students to find the solution when the situation is not met. For the sake of this, issues of life, construction, nature are adequate, and students will be aware of the different aspects of life and nature while solving these issues. This useful knowledge enriches the minds of the students. Only after all the well-defined methodological work has been done, the students will have the skills and abilities to solve problems.

In class 2, problem solving differs from grade 1, and in Class 2 it is learned how to solve three actual issues.

It is advisable to show how to deal with these issues.

Students should be able to easily and easily explain the words that the students need to remember when giving questions. For example,

They bought 8 packs of white paper and 9 packs of paper for 86,000 sums. A pocket paper costs 4000 soums. How much does 1 pax colored paper cost?

3. DATA ANALYSES

The teacher reads the subject and tells the story to the reader, and writes it to the board. One of the students will repeat the question depending on the entry on the dashboard. Then the pupils will find out that they can not answer the question at once. With the help of the teacher's guide,

- ➢ 1 pax paper costs 4000 sums How much is 8 packs of paper worth a sum? 4000 * 8 = 32000 sum.
- ➢ If you have spent 86,000 soums on all white papers, how much is left on a white paper? 86000 sum − 32000sum = 54000 sum
- ➢ How much is a pack of colored paper? 54000 sum : 9= 6000 sum

The pupil responds to the teacher's point of view by understanding the content of the issue and solving the issues correctly.

In solving the problem, students should be able to ask the question verbally and place horizons for each number. At the end of the case, write a brief answer.

In order to teach students how to deal with complex issues, simplifying simple issues can be used. These issues include the following:

- Received 86,000 soum white and white paper. How much does the color paper cost if you paid 32,000 sums on white paper?
- 86000 soums, white paper and 9 packs of colored paper. 32,000 soums for white paper. How long does it take to color 1 pc?
- 86000 soum white and white paper was taken. How many packs of white and colored paper are taken when the color paper is 54000 sums and the white paper is 32000 sums?

In the 2nd grade, some of the issues that are already addressed are repeated in the previously known issues, partly involving the introduction of new concepts and complicated issues.

Issues related to the complexity of the issues may be included in different groups. For example, time issues are a separate group that have a distinctive feature that requires a special methodology.

The content of the 2nd grade may be divided into the following groups by content, essence and composition:

- Issues that are so extreme and rarer to as many times as often as possible;
- issues related to separate types;
- Time management issues.

Students will have to deal with such issues when learning how to add and multiplicate over 100 issues that are over and over and over again. In order to facilitate the solution of these issues to students, it is important for students to teach them how to do that in their own terms. Let's face it: The farmer has 95 cows and 37 cows more than last year. How many cows a farmer owned last year? The teacher will help to change this question with questions that guide the students:

- How many cows are this year farmers? 95 cows
- How many cows are last year? 95-37 = 58 cows

This issue can be summarized as follows: This year the farmer had 95 cows. Last year, 37 cows were missing. How many cows a farmer owned last year?

Class 2 comparisons are also studied. Here's how long, short, high, low, heavy, light, and similar questions should be included. The following is an example: The advanced woman picks up 40kg per hour. An Inexperienced Woman Knows 25kg Cotton How many more kilograms of cotton a woman takes on a 7-hour working day?

Excerpt: (1) How does an advanced woman pick cotton at 40 kg per hour, how many pounds of cotton it takes in 7 hours? 40kg * 7 s = 280kg

2) How much does an unwanted woman pick cotton in 7 hours?

25kg * 7 s = 175 kg
(3) How many advanced cotton picked up the most progressive woman?
280kg-175kg = 175kg
If issues are to be completed by multiplying numbers and comparing these issues, these include:
a) Issues that can be solved by double-adding and multiplication:
One shelf contained 45 books, and 62 books on the second shelf. There are 36 books on the first shelf and 17 books on the second shelf. What's the shelf on the shelf?
Release:
1) 45 + 36 = 81 books
2) 62 + 17 = 79 books
 3) 81-79 = 2 books
J: 2 books are on the first shelf.
b) Issues that can be resolved by double multiplication and multiplication:
In a bowl of 38 liters, there was 48 liters of milk in the second bowl. The second container was taken from the first container. What kind of milk is left in milk and how long?
Extract: 1) If you take 12 liters of milk from the first bottle, how many liters of milk will remain there?
38l-12l = 26litr.
2) If 29 liters of milk is taken in the second container, how many liters will remain in it?
48l-29l = 19litr
(3) Which container has little milk left?
26l-19l = 7litr
4) How much milk is left? 7litr
J: The 7 liters of milk left in the second container.
c) Issues that can be resolved by two multiplication and multiplication operations:
The book costs 20,000 sums, and a pocket paper costs 15,000 sums. Are two books expensive or 4 packs of paper?
Release:
1) How much is 2 books worth of UZS?
20000so'm * 2 = 40000 cm
2) How much is the sum of 4 packs of paper?
15000so'm * 4 = 60000 sums
(3) Which one has paid a lot of money?
60000 sums-40,000 sums = 20,000 sums
4) Four papers have paid a lot of money.
J: You paid 20,000 soum per pill.

4. CONCLUSION

In the process of carrying out such activities, students can be consciously absorbed in the interrelationships between activities. As a result, the math lesson will increase the efficiency.

In addition, it is desirable that issues related to the number multiplication should be given at the time of learning the multiplication table. Among these, there are several issues that need to be addressed, such as learning how to grow multiple units. For example: The students collected 80kg of potatoes from the melons and 4kg of carrots than potatoes and 2 more onions than potatoes. How many pounds of vegetables were picked up by schoolchildren?
Release:
1) How many kilograms of carbohydrates have picked up?
80kg + 4kg = 84kg carrot
2) How many pounds of onion picked the pupils?
80kg * 2 = 160kg onion
(3) How many pounds of vegetables were picked up by schoolchildren?
80kg + 84kg + 160kg = 324kg
J: 324 kilograms of vegetables have been harvested.
And it can be clearly seen in the process of solving three successive issues. For example:
4 books for 2,400 soums and 8 soums for 600 soums were purchased. Which of them is expensive and how expensive is it?
Release:
 1) How much is the sum of 4 books in 2400 sum?
2400 sums * 4 = 9600 sums

2) How much is the sum of 8 soums in the amount of 600 soums per book?

600cm * 8 = 4800cm

3) Which of the notebooks have been paid a lot and how much was paid?

9600som: 4800som = 2marta

J: Firstly, the notebooks are expensive and costly.

There are also two issues and issues. For example:

The housekeeper can wear 24 kg shirts and jackets in 8 hours and wash 96kg shirts and marijuana in 2 hours on the washing machine. How many times does the machine clean the laundry more than once for the manual washer?

Release:

(1) How often does a housewife manually sleep so many dirty laundry in one hour?

24kg: 8ft = 3kg

2) How much dirt machine is dirty in one hour?

96kg: 2 = 48kg

3) How many times the dirt machine launches the dirt more than the handwash?

48kg: 3kg = 16 times

A: The machine lubricates 16 times more than one hand washer per hour.

It is also desirable to find out how many or fewer implications are used, along with a comparison of a number. These include: For example:

300kg potatoes were planted. A plot of 1800 kg was harvested, and less than 600 kg less than the first one. How many more potatoes have been obtained since it was planted?

Release:

1) How much was harvested from the first plot?

1800kg potatoes

2) How much was obtained from the second plot?

1800kg - 600kg = 1200kg

3) How many were obtained from the two sites?

1800kg + 1200kg = 3000 kg

4) How much potatoes have been obtained by adding more?

3000kg: 300kg = 10 times

A: 10 times more potatoes than planted.

In addition, specific issues in the process of learning the subjects in the first century include:

- Beating, twisting and turning;
- Beat, multiply and divide into equal parts;
- The method of unity;
- The opposite method of unity;
-Interaction method;
- Calculate parts of the pulse.

Here are some of them:

1. The method of unity. For example:

6 coats cost 324000s. How much coat will cost?

Discard: 1) How much is a coating?

324000 soms: 6 = 54000 soms

2) How much will the 8 coins cost?

54000so'm * 8 = 432000 soms.

J: 8 coats will be 432000s.

2. The opposite method of bringing together. For example:

Ten watermelons stand at 70000 pounds. How long can I buy this watermelon from 56,000 tbsp?

Release:

1) How many watermelons per one watermelon?

1) 70000: 10 = 7000 soms

2) How many watermelons can be purchased in the amount of 7,000 soum per watermelon and 56,000 Soums?

3) 56000 sums: 7000 sums = 8 watermelons

3. Relational method.

40 buckets of bread are 60 kg. How many pounds of bread per kg?

Solution of these issues does not differ from the solution of complex issues. It is absolutely wrong for students to overestimate their viewpoints and solve mechanical problems. Particular attention is paid to the effectiveness of solving the complex issues, which will have a positive effect on the effectiveness of the learning process.

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